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FACT-FINDING IN VOCATIONAL EDUCATION, A HANDBOOK FOR CONDUCTING VOCATIONAL SURVEYS.

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DESCRIPTORS- *VOCATIONAL EDUCATION, *SURVEYS, OCCUPATIONAL SURVEYS, ADMINISTRATOR GUIDES, VOCATIONAL INTERESTS, EDUCATIONAL NEEDS, *GUIDELINES,

SUGGESTED PROCEDURES ARE PRESENTED TO AID ADMINISTRATORS, SUPERVISORS, AND TEACHERS IN RESOLVING PROBLEMS PERTAINING TO THE SELECTION OF JOB TRAINING FOR OCCUPATIONS IN THE COMMUNITY. INCLUDED IS A GUIDE FOR OBTAINING COMMUNITY UNDERSTANDING AND SUPPORT IN CONDUCTING SURVEYS TO DETERMINE CURRENT AND FUTURE EMPLOYMENT NEEDS. TOPICS DISCUSSED ARE USING AND MISUSING SURVEYS, OCCUPATIONAL AND OCCUPATIONALLY-RELATED SURVEYS, SURVEY OBJECTIVES, ORGANIZING TO CARRY ON A SURVEY, CHECKLIST OF PROCEDURAL CONSIDERATIONS, SERVICES OF THE STATE DEPARTMENT OF EDUCATION, AND DEVELOPMENT OF THE INSTRUMENT. THE VOCATIONAL EDUCATION INTERESTS OF PEOPLE WITHIN THE SURVEY AREA SHOULD BE VERIFIED BEFORE ESTABLISHING PROGRAMS BASED ON THE NEEDS INDICATED IN THE OCCUPATIONAL SURVEY. FORMATS FOR AN OCCUPATIONAL SURVEY INSTRUMENT AND A VOCATIONAL EDUCATION INTEREST INVENTORY ARE SHOWN. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM VOCATIONAL RESEARCH SPECIALIST, DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, STATE DEPARTMENT OF EDUCATION, TALLAHASSEE, FLORIDA. (SL)

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FACT-FINDING IN VOCATIONAL EDUCATION

A Handbook for Conducting VOCATIONAL SURVEYS

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STATE DEPARTMENT OF EDUCATION
Tallahassee, Florida
THOMAS D. BAILEY, Superintendent

Vocational, Technical, and Adult Education

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FACT-FINDING IN VOCATIONAL EDUCATION

A Handbook for Conducting VOCATIONAL SURVEYS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Division of
Vocational, Technical, and Adult Education

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PREFACE

It is a commonplace in education that the school should meet community needs. This is easy to say but not always easy to do. An example is the difficulty of relating the school intimately to the occupational life of the community.

Geographically, how large is the community? For what community occupations should students be trained? How should the training be accomplished? The handbook does not answer these questions. Instead, it suggests procedures which it is hoped will aid administrators, supervisors, and teachers in finding answers which will be helpful in resolving such training quandaries. It also provides a guide for marshalling a broad base of community understanding and support in conducting surveys which will help to determine both current and future employment needs preparatory to modifying occupational education programs or introducing new ones.

The survey formats at the end of the handbook are examples only. They may be modified in numerous ways, depending upon the questions which the survey is designed to answer.

WHEN TO SURVEY

Vocational and technical education programs are established so that youth and adults with the necessary interest and talents may secure the preparation needed to obtain employment and to upgrade themselves in jobs. But deciding upon the jobs for which training should be provided or continued raises questions such as:

1. What are the geographic boundaries of the labor market which should be considered in determining training needs?

2. For what jobs should people be trained?

3. After completing training, will trainees be able to find work in the fields in which they are trained?

4. Will the demand for trainees in these fields probably continue?

5. Are people interested in being trained for these jobs?

6. Do the people who are interested have sufficient education to profit from the training?

7. If people lack the necessary educational background, can it be obtained in the community?

Answers to these and similar questions may often be found through surveys.

USING AND MISUSING SURVEYS

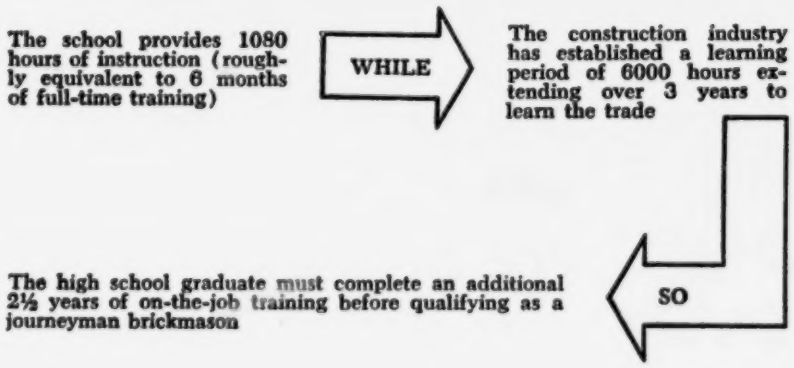
Surveys can be a valuable tool in program development, review, and re-organization if they are conducted properly and care is taken in interpreting the findings.

1. *Surveys should directly and realistically relate to the goals which they are helping to achieve.*

   If one or two shops are to be established in one school in a large community, a complete community survey may not be needed. If a variety of training programs is required, a complete survey should be made to determine what kinds and how many programs will be needed and where they should be located.

2. *The problem under study should be carefully analyzed, the information needed clearly identified, and the survey instrument accurately phrased so that it secures the data desired.*

   There may be considerable difference between the number of journeymen brickmasons, for example, needed by the construction industry in the geographic area served by the training program and the number of graduates of high school Brick Masonry classes which the industry will employ because


The school provides 1080 hours of instruction (roughly equivalent to 6 months of full-time training)
WHILE
The construction industry has established a learning period of 6000 hours extending over 3 years to learn the trade
SO
The high school graduate must complete an additional 2½ years of on-the-job training before qualifying as a journeyman brickmason

In some other occupations such as dry cleaning and laundry work, secretarial practice, and tailoring the total training program may be completed in the high school. For certain others such as cosmetology, however, the training may be taken in high school, but a state licensing examination must be successfully completed before the graduate is eligible for employment.

3. *The findings should be reinforced with evidence from other sources such as:*

   U. S. Census Bureau reports

   Florida Employment Service reports

   Placement data from related training programs

   School placement and followup data

   The counsel of advisory committee members

4. *The findings of a survey of one community should not be assumed without good cause to fit another of approximately equal size because of differences in:*

   Geographic location

   Climatic conditions

   Local customs and traditions

   Natural and human resources

   Economic conditions

   Educational facilities

OCCUPATIONAL AND OCCUPATIONALLY-RELATED SURVEYS

Many different kinds of educational surveys may be carried on in a community, depending upon the kind of information needed. This booklet is concerned with four. With some modifications, however, the same procedures may be followed in others.

The four types are:

1. The survey of a *single craft or occupation*
2. The survey of *selected occupations*
3. The survey of an *industry*
4. The survey of a *community*

Following is a brief description of these surveys.

Single Craft or Occupation Survey

This is a survey of a single craft or occupation such as carpentry, sheet metal work, or radio and television repair and servicing.

If, for example, the final purpose of the survey is to determine whether a high school training program is needed in the specific craft or occupation under consideration, answers to specific questions about that craft or occupation will need to be found. These questions should, in turn, be converted into specific objectives.

SURVEY OF
SELECTED OCCUPATIONS

A survey of selected occupations is exactly what the name implies. It is a survey of a number of occupations such as stenography, commercial catering, or automotive mechanics for each of which there is reason to believe training is needed.

It is more comprehensive than the single craft or occupational survey because it includes several occupations instead of one, and a greater number and variety of employers will probably be asked to participate.

Industry Survey

An industry survey is a survey of all the jobs or occupations within a given industry such as the construction industry. It is usually more complete than the others for it covers the employment picture in one industry. It may, for example, show current employment and the need for training for brick- and block masons, cabinetmakers, carpenters, electricians, glaziers, plumbers, tile setters, and other skilled mechanics associated with the building trades.

It may also be used to review the appropriateness of current training programs in the woodworking trades, metal trades, and drafting, for example, and may help to identify different or additional training needs.

Community Survey

A comprehensive community survey may be the most appropriate for smaller communities. It consists of a survey of the principal jobs or occupations in which people of the community are employed. It may, in fact, be the only reliable way of determining those community occupations in which the need for training is most pressing.

Community occupational surveys may also be coupled with non-standardized surveys of interest in training. Interest surveys may be administered to in-school youth, out-of-school youth, adults, or any combination of these groups. Such interest surveys—not to be confused with standardized vocational interest inventories—may vary considerably in comprehensiveness. They may record interest in a large number of selected occupations, many of which are not found in the community. They may be restricted to determining interest in community vocations in which a need for training has been established. But people are mobile and often commute to jobs in neighboring communities, so an interest survey reflecting local employment opportunities and requirements as well as those of the larger labor market may be the most informative.

REPRESENTATIVE SURVEY OBJECTIVES

Following is a list of *representative* objectives one or more of which may be accomplished through occupational or occupationally-related surveys:

1. To determine the number of people in a geographic area currently employed in an occupation
2. To determine the number of additional people currently needed in an occupation
3. To determine the number of graduates of high school occupational training programs who would be accepted for employment in a community
4. To determine the jobs within an occupation in which training is needed
5. To determine interest in training for selected occupations
6. To identify the occupation in which there is greatest employment demand
7. To determine the need for supplemental training for people who are already employed
8. To determine new areas in which preparatory training is needed
9. To determine which training programs should be expanded or, perhaps, discontinued
10. To determine interest in elementary or high school completion courses which do not prepare specifically for jobs, but lead to a certificate or diploma which may be required for employment.

These, of course, are not all the objectives which may be realized. They may be joined in many combinations depending upon the comprehensiveness of the survey and the purpose which it is to serve. Of utmost importance, however, is that the *specific* questions which it is intended to answer be carefully and accurately identified and that these be translated into *specific* survey objectives against which the findings may be tested.

ORGANIZING
TO CARRY ON A SURVEY

Conducting a survey and reporting and implementing the findings is a big task. It involves many people in advisory, consultative, and other active capacities. All must be fully informed concerning the purposes of the survey, the goals it is hoped to accomplish, and the progress being made toward achieving them.

The number and size of the committees needed to provide coordination and counsel will depend upon the scope and magnitude of the survey. But it is *not* a task to be undertaken by one or two individuals working after school hours or on week-ends without direction or assistance.

In conducting a survey, provision should be made for the following:

- A *Coordinating Committee*
- A *General Advisory Committee*
- A *Study Director*
- *Subcommittees* (as needed)
- *Interviewers* (if needed)
- *Clerical Assistance*
- *Financial Support*

Each is an important consideration in any successful study.

Suggested Membership of the Coordinating Committee

- *County Superintendent of Public Instruction*
- *General Supervisor (Director) of Instruction*
- *Local Director of Vocational Education*

Suggested Responsibilities of the Coordinating Committee

1. Determine if available evidence indicates that an organized and more intensive study is needed
2. Tentatively determine the nature, occupational breadth, and geographic scope of the study and the specific objectives to be accomplished
3. Explore the interest of lay citizens and school personnel in the study
4. Select members of the General Advisory Committee for the study who may be recommended by the County Superintendent for appointment by the County School Board
5. Identify qualified individuals from among whom the Director of the Study—a *key* person in the project—may be chosen
6. Identify potential sources of interviewers in the event they will be needed
7. Make provision for necessary clerical assistance
8. Determine potential sources of funds to be budgeted for meeting study costs
9. Coordinate the activities of the General Advisory Committee for the Study, the Director of the Study, and county school personnel while the survey is in progress
10. Take action as needed to bring the study to a satisfactory conclusion.

Suggested Membership of the General Advisory Committee for the Study

The scope and purpose of the study will determine the membership of the General Advisory Committee. Usually, however, members will be chosen from the following or similar community organizations or services:

- *Employer Organizations*
- *Employee Organizations*
- *Chambers of Commerce*
- *Committees of 100*
- *Agricultural Organizations*
- *Professional Organizations*
- *Service Organizations*
- *Parent-Teacher Associations*
- *Florida Employment Service*
- *Area Development Organizations*

In addition, county staff members, school personnel, and other individuals having special interest or competence in the fields being surveyed may be called upon to serve in consultative capacities.

Suggested Responsibilities of the General Advisory Committee for the Study

1. Review the tentative purpose, occupational breadth, geographic scope, and objectives of the study presented by the chairman of the Coordinating Committee and assist in their final determination
2. Serve as sponsoring agency for the study
3. Become familiar with the aims and purposes of vocational and technical education and with the programs and courses offered locally

4. Assist in the final selection of the Director of the Study

5. Assist in determining the kinds of information needed and advise concerning sources and availability

6. Assist in planning and conducting a publicity and public relations program to enlist community cooperation in the study

7. Assist in determining the population to be sampled in a pilot study and the total population to be surveyed

8. Assist in developing the survey instrument(s)

9. Assist in developing survey procedures

10. Assist in modifying the survey instrument(s) if findings of the pilot study(ies) suggest revisions are needed, and assist in evaluating the adequacy of the instrument(s) after modification(s)

11. Assist (in individual cases as needed) in securing a response to the survey

12. Advise concerning interviewing techniques which may be used to advantage and those which should be avoided

13. Appoint subcommittees as needed to accomplish specific tasks. Typical responsibilities assigned to individual subcommittees might include:

Radio and TV publicity	Speaking to community groups
Newspaper publicity	Development of survey instrument(s)

14. Review and assess findings, make recommendations, and approve the final report

15. Present the report and recommendations to the County Superintendent and the County School Board.

The Director of the Study

The Director of the Study should be a person who:

- Is familiar or willing to become familiar with the aims and purposes of vocational and technical education
- Is familiar or willing to become familiar with the educational structure and program of the county and community
- Is familiar with survey procedures and data interpretation
- Is experienced in report writing and graphic presentation of data.

The Director of the Study is often:

- *A member of the county school system*
- *A local business leader*
- *A Chamber of Commerce member*
- *A member of the faculty or staff of a junior college, college, or university*

Suggested Responsibilities of the Director of the Study

1. Provide general supervision of the study
2. Serve as ex-officio member of all committees and subcommittees
3. Develop tentative plans and procedures for conducting the study and present these to the General Advisory Committee for approval
4. Tentatively identify personnel needs of the study for consideration by the Coordinating Committee and the County Superintendent
5. Develop a tentative budget for the study for consideration by the Coordinating Committee and the County Superintendent

6. Supervise gathering of preliminary data
7. Develop detailed study procedures for review and approval by the General Advisory Committee
8. Develop the survey instrument(s) for review and approval by the General Advisory Committee
9. Train personnel to be used in the study
10. Assign responsibilities for and supervise collection and compilation of data by interviewers and clerical workers
11. Review individual returns and determine if interview or other followup is desirable
12. Supervise tabulation of data
13. Analyze and interpret data
14. Prepare a preliminary draft of the survey report
15. Supervise the preparation of graphs and tables
16. Present the preliminary draft of the report to the General Advisory Committee, counseling with members during their review of the findings
17. Prepare the final report of the study, incorporating the conclusions and recommendations of the General Advisory Committee.

Things to Look for in Interviewers

- Tactfulness in obtaining information
- Respect for the ethics of interviewing
- Understanding of vocational education
- Interest in the procedures and purposes of the study

Vocational teachers may be able to carry out this responsibility effectively.

CHECK LIST OF PROCEDURAL CONSIDERATIONS IN PLANNING AND CONDUCTING A SURVEY

- ☐ Establish a Coordinating Committee
- ☐ Select a General Advisory Committee
- ☐ Appoint a Director of the Study
- ☐ Develop a budget for the study
- ☐ Establish the specific objectives of the survey
- ☐ Identify the group(s) to be surveyed or the samples which represent these groups
- ☐ Identify the geographical area of the labor market served
  - *Community*
  - *County*
  - *Adjoining counties*
  - *Region of state*
  - *State*
  - *Southeast*
  - *Nation*
- ☐ Determine the survey and followup procedures
  - *Mailed survey forms*
  - *Personal interviews*
  - *Telephone contacts*
  - *Combination of devices*
- ☐ Establish a specific time schedule for completing the various stages of the study
  - *Developing the survey instrument(s)*
  - *Contacting prospective respondents*
  - *Returning the responses*
  - *Followup* (if necessary and desirable)
  - *Tabulating and interpreting the data*
  - *Writing the report*
  - *Duplicating the report*
  - *Releasing the final report*

- ☐ Arrange for continuing publicity to keep the community informed of progress
- ☐ Assign specific responsibilities to specific individuals and/or groups
  - *Developing the instruments(s)*
  - *Developing the list of contacts*
  - *Preparing newspaper publicity*
  - *Preparing radio and TV publicity*
  - *Speaking*
  - *Mailing instrument(s)*
  - *Interviewing* (if necessary)
  - *Tabulating responses*
  - *Writing the report*
  - *Preparing graphs and tables*
  - *Typing the preliminary and final drafts of the report*
  - *Duplicating the report*
  - *Distributing the report*
- ☐ Conduct a pilot survey
- ☐ Conduct the survey
- ☐ Interpret and report the findings, conclusions, and recommendations
- ☐ Present the final report to the General Advisory Committee for approval
- ☐ Arrange for the chairman of the General Advisory Committee, the sponsoring agency, to present the final report to the County Superintendent and County School Board for approval and implementation
- ☐ Implement the recommendations
  - Set in motion machinery for accomplishing the recommendations upon which *immediate action* can be taken
  - Develop a plan and calendar for implementing the recommendations which can be accomplished in the near and longer-range future.

KINDS OF ASSISTANCE WHICH THE DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION CAN AND CANNOT PROVIDE IN OCCUPATIONAL STUDIES

Conducting surveys of local occupations is primarily a *local* responsibility. But the Division of Vocational, Technical, and Adult Education of the State Department of Education will, upon request, cooperate in every possible way to insure the success of such surveys.

Upon request, divisional personnel will:

- *Counsel and advise with the Coordinating Committee in establishing the General Advisory Committee*
- *Assist in planning the study*
- *Assist in defining the responsibilities of the General Advisory Committee*
- *Assist in analyzing the preliminary data*
- *Assist in defining the responsibilities of the Director of the Study*
- *Assist the Director of the Study in planning survey procedures*
- *Counsel and advise with the Director of the Study in developing the survey instrument(s)*
- *Arrange for the machine processing of data if the instrument(s) permit(s)*

(If it is planned to process the data by machine in Tallahassee, the divisional Survey and Research Specialist should be consulted in designing the instrument(s) and scheduling machine time. If the county possesses data processing equipment which may be used in the study, the instrument(s) should be designed in consultation with county data processing personnel.)

- *Counsel and advise with the Director of the Study, the General Advisory Committee, and the Coordinating Commmittee on matters relating to the study while the survey is in progress*
- *Review the interpretation of data*

Divisional personnel cannot assume responsibility for:

- *Serving on committees or subcommittees*
- *Selecting committee or subcommittee members*
- *Selecting the Director of the Study*
- *Preparing publicity materials*
- *Preparing the survey instrument(s)*
- *Interviewing or collecting data*
- *Tabulating data*
- *Interpreting data*
- *Writing the preliminary draft of the report*
- *Preparing conclusions and recommendations*
- *Writing the final report*
- *Preparing graphs and tables*
- *Typing the report*
- *Duplicating the report*
- *Distributing the report*
- *Presenting the report*

FROM STUDY TO PROGRAM

If the study shows that:

Jobs will probably be available in the occupation(s) surveyed

High school students, out-of-school youth, and/or adults are interested in obtaining these jobs

The jobs will not be available to them unless they have completed appropriate training programs and are able to meet employer hiring requirements

an effective training program can probably be established.

For the program to be successful, however, certain procedures should be followed and certain provisions made. These include:

- *Appointment of Occupational Advisory Committee(s)*
- *Provision of appropriate facilities and equipment*
- *Provision for adequate program financing*
- *Appointment of a qualified instructor*
- *Preparation or acquisition of appropriate course and instructional materials*
- *Establishment of criteria for student selection*
- *Familiarization of guidance counselors with training and employment requirements*
- *Provision of adequate instructional and program supervision*
- *Provision for periodic program evaluation, including placement and followup.*

All the above require careful consideration and close cooperation between school authorities and employers.

Again, representatives of the Division of Vocational, Technical, and Adult Education can, upon request, render valuable consultative service.

KEEPING UP TO DATE

A final caution should be emphasized. Survey findings should be checked periodically and programs adjusted accordingly because communities change as:

New industries move in

Established industries mechanize or move elsewhere

Employment needs change

Job requirements change

New jobs develop

If constant attention is directed to relating vocational education to changing employment needs and requirements, an effective program will result.

DETERMINING TRAINING NEEDS

In developing an Occupational Survey Instrument, considerable attention should be directed to:

- *Making it as brief as possible*
- *Including only items or questions which secure needed information*
- *Phrasing or organizing items or questions so that answers may be exact and specific*
- *Arranging items and positioning response spaces for ease in key-punching* (if the data is to be machine processed).

A cover letter should accompany the instrument, explaining its purpose and identifying the sponsoring agency. It should also describe important considerations applying to training for any of the occupations being surveyed. For example, the amount of training remaining to be completed by graduates of high school training programs in certain industrial occupations before they become eligible for journeyman status should be indicated.

A pilot survey should also be conducted. Without an analysis of the evidence which it provides, it is very difficult to determine if the survey instrument(s) will furnish the information needed.

Following are sample formats of three Occupational Survey Instruments. They differ only in the occupational areas which they survey. The occupations included have been selected at random from industry, the clerical field, and sales and distribution.

Fewer occupations could be surveyed, additional ones included, or others substituted in each occupational area, depending upon the information needed. It may well be necessary to use more than one sheet or card in surveying the occupations in a particular occupational area.

A similar format could also be used in surveying agricultural, managerial, technical, service, and other occupational areas. Again, the instrument format will depend finally upon the objectives which the survey is helping to achieve.

THE OCCUPATIONAL SURVEY INSTRUMENT

(Name of Company) _____ (Address of Company) _____

(Name of person completing form) _____

1. For each INDUSTRIAL OCCUPATION in the chart on the right, indicate the number of people which you now employ, the number which you now need, and the number which you expect to need in the years indicated. (PLEASE DO NOT COUNT THE SAME PERSON TWICE.) Check also if graduates of high school occupational training programs would or would not be employed in these occupations.

2. Does your firm provide training for these workers?
   ..... Yes ..... No

3. Would your firm be interested in additional training for these workers during their non-working hours in a public school or college within commuting distance?
   ..... Yes ..... No

4. What are the principal products, activities, or services which your firm manufactures, maintains, or provides?
   .....

	Occupation	Now Employed	Do Not Count Same Person Twice — Additional People Needed			Employ Graduates of High School Occupational Training Programs?	
			Now	196.....	196.....	Yes	No
01.	Aircraft Mechanics						
02.	Auto Mechanics						
03.	Brick and Stone Masons						
04.	Carpenters						
05.	Concrete and Cement Finishers						
06.	Draftsmen						
07.	Electricians						
08.	Machinists						
09.	Painters						
10.	Plasterers						
11.	Plumbers						
12.	Radio and TV Repairmen						
13.	Other (Write in)						
14.	Other (Write in)						

REPLIES WILL BE KEPT CONFIDENTIAL AND REPORTED ONLY IN SUMMARY TOTALS

THE OCCUPATIONAL SURVEY INSTRUMENT

(Name of Company) _____ (Address of Company) _____

(Name of person completing form) _____

1. For each CLERICAL OCCUPATION in the chart on the right, indicate the number of people which you now employ, the number which you now need, and the number which you expect to need in the years indicated. (PLEASE DO NOT COUNT THE SAME PERSON TWICE.) Check also if graduates of high school occupational training programs would or would not be employed in these occupations.

2. Does your firm provide training for these workers?

_____ Yes _____ No

3. Would your firm be interested in additional training for these workers during their non-working hours in a public school or college within commuting distance?

_____ Yes _____ No

4. What are the principal products, activities, or services which your firm manufactures, maintains, or provides?

_____

	Occupation	Now Employed	Do Not Count Same Person Twice — Additional People Needed			Employ Graduates of High School Occupational Training Programs?	
			Now	196.....	196.....	Yes	No
01.	Bookkeepers						
02.	Bookkeeping Machine Operators						
03.	Cashiers						
04.	File Clerks						
05.	General Clerks						
06.	General Office Clerks						
07.	Office Machine Operators						
08.	Reception Clerks						
09.	Secretaries						
10.	Stenographers						
11.	Timekeepers and Payroll Clerks						
12.	Typists						
13.	Other (Write in)						
14.	Other (Write in)						

REPLIES WILL BE KEPT CONFIDENTIAL AND REPORTED ONLY IN SUMMARY TOTALS

THE OCCUPATIONAL SURVEY INSTRUMENT

(Name of Company) _____ (Address of Company) _____

(Name of person completing form) _____

1. For each SALES and DISTRIBUTIVE OCCUPATION in the chart on the right, indicate the number of people which you now employ, the number which you now need, and the number which you expect to need in the years indicated. (PLEASE DO NOT COUNT THE SAME PERSON TWICE.) Check also if graduates of high school occupational training programs would or would not be employed in these occupations.

2. Does your firm provide training for these workers?

   _____ Yes _____ No

3. Would your firm be interested in additional training for these workers during their non-working hours in a public school or college within commuting distance?

   _____ Yes _____ No

4. What are the principal products, activities, or services which your firm manufactures, maintains, or provides?

   _____

	Occupation	Now Employed	Do Not Count Same Person Twice — Additional People Needed			Employ Graduates of High School Occupational Training Programs?	
			Now	196.....	196.....	Yes	No
01.	Buyers						
02.	Checkers						
03.	Counter Sales Clerks						
04.	Credit Clerks						
05.	Decorators and Window Dressers						
06.	Hostesses						
07.	Insurance Salesmen						
08.	Routemen						
09.	Sales Representatives						
10.	Shipping and Receiving Clerks						
11.	Stock Clerks						
12.	Waiters and Waitresses						
13.	Other (Write in)						
14.	Other (Write in)						

REPLIES WILL BE KEPT CONFIDENTIAL AND REPORTED ONLY IN SUMMARY TOTALS

DETERMINING INTEREST IN VOCATIONAL CLASSES

The survey of employment need will identify the occupation(s) in which the greatest need for training exists. But an important aspect of the survey is to verify the vocational education interests of people within the survey area. Establishing a training program without insuring that people are interested in securing the training if it is provided is questionable practice.

Before expressions of interest or disinterest in training for particular occupations may be considered reasonably valid, however, people must be familiar with the occupations about which they are deciding. With high school students this may be accomplished through the provision of occupational information and individual counseling in cooperation with parents. The same help may be obtained by adults from counselors of the Florida State Employment Service. In addition, after interest has been expressed, it may be well to verify individual student fitness to profit from the instruction by administering a standardized aptitude test.

Following is a sample interest inventory which will help to identify the vocational education interests of high school students, out-of-school youth, or adults. It is only an example. The particular instrument(s) developed *must* reflect the specific needs and interests of the community conducting the survey.

VOCATIONAL EDUCATION INTEREST INVENTORY

PURPOSE: Information obtained from this inventory will be used by local vocational educators in establishing courses and classes which will help to meet employment needs and interests of people in the community.

DIRECTIONS: Place a 1 and/or 2 to indicate your first and/or second choice in the space to the left of any of the following vocational courses for which you would like to enroll. If you are not interested in any of the courses listed, place an "X" in the space at the left of "No Interest."

_____ a. Auto Mechanics

_____ b. Business Machines Operation

_____ c. Cosmetology

_____ d. Electronics

_____ e. Practical Nursing

_____ f. Secretarial Practice

_____ g. No Interest

If you have placed a 1 and/or 2 opposite any of the listed courses and you are—

A FULL-TIME STUDENT

Please provide the following information

(Circle one) Miss Mrs. Mr. _____ (Name)

_____
(Name of school attending)

9 10 11 12 13 14 15 Ungraded
(Circle grade in which enrolled)

_____
(Age in years at last birthday)

NOT A FULL-TIME STUDENT

Please provide the following information

(Circle one) Miss Mrs. Mr. _____ (Name)

_____
(Address)